



# Nursing Assistant

## Course Description

This is a basic nursing knowledge and skills course for the nurse assistant in a health care setting. It meets the requirements of Public Law 100-203 OBRA and is approved by the Nebraska Department of Health. This course is required to be taught by a R.N. or B.S.N. In order for students to receive high school credit, arrangements need to be made to insure teaching certification.

## Course Code: 077400

- Nurse Aide Concentration

## Program(s) of Study to which this course applies:

| Course Content   | Crosswalk to Common Core Academic Standards | Crosswalk to Nebraska Academic Standards | Crosswalk to Nebraska Career Readiness Standards | Crosswalk Clarification |
|--|---|--|--|-------------------------|
| Standard 1. Students will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.   |   |  |  |                         |
| Benchmark 1.1 108-003.01 Courses of training for all nursing homes except ICF/MR's must be given by a single sponsor or organization and include, at a minimum, 75 clock hours of instruction including at least 16 hours of supervised practical training. In addition, the course must include at least one hour of instruction on the responsibility of each nursing assistant to report suspected abuse or neglect pursuant to Neb. Rev. Stat. §§ 28-372 and 28-711. | N/A   | N/A                                      | CR.10.D.2<br>CR.10.D.3                           |                         |
| Benchmark 1.2 108-003.03 Individuals completing a nursing assistant training course must demonstrate at least the minimum acceptable proficiency in tasks or duties connected with each unit of the components set forth in 172 NAC 108-003. This minimum acceptable proficiency must be determined by the registered nurse administering the course and the instructor for the course.  | N/A   | N/A                                      | CR.10.D.2<br>CR.10.D.3                           |                         |

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| <p>Benchmark 1.3 108-003.04 Individuals completing a 75-hour nursing assistant training course must successfully complete an approved competency evaluation program consisting of a written or oral examination and a demonstration of skills. The competency evaluation program will be administered by the Department or a Department-approved entity that is not a nursing home that participates in Medicare or Medicaid.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>All performance indicators can be referenced at:<br/> <a href="http://www.sos.state.ne.us/rules-and-regs/regsearch/Rules/Health_and_Human_Services_System/Title-172/Chapter-108.pdf">http://www.sos.state.ne.us/rules-and-regs/regsearch/Rules/Health_and_Human_Services_System/Title-172/Chapter-108.pdf</a> </li> </ul> | N/A   | N/A                                      | CR.10.D.2<br>CR.10.D.3                           |   |
| <b>Standard 2. Students will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.</b>   |   |  |  |   |
| <p>Benchmark 2.1 Interpret verbal and nonverbal communication.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>Role plays communication to include end of shift reporting.</li> <li>Role plays communication with the angry or violent patient.</li> <li>Role play communication with the patient family to include culture and ethnic diversity.</li> <li>Give examples of appropriate and inappropriate communication with patient, patient's family, supervisor, and team members.</li> </ul>  | N/A   | N/A                                      | CR.2.A.2   | This benchmark potentially requires a wide spectrum of English skills, including reading and listening. |
| <p>Benchmark 2.2 Recognize barriers to communication.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>Role play communication to include end of shift reporting.</li> <li>Role play communication with the angry or violent patient.</li> </ul>   | ELA.11–12.L.3                               | LA.12.3.1. b                             | CR.4.A.1<br>CR.8.C.3                             |   |

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| <ul style="list-style-type: none"> <li>Role play communication with the patient's family to include culture and ethnic diversity.</li> <li>Give examples of appropriate and inappropriate communication with patient, patient's family, supervisor, and team members.</li> </ul>  |   |   |  |  |
| <p>Benchmark 2.3 Report subjective and objective information.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>Role play communication to include end of shift reporting.</li> <li>Role play communication with the angry or violent patient.</li> <li>Role play communication with the patient's family to include culture and ethnic diversity.</li> <li>Give examples of appropriate and inappropriate communication with patient, patient's family, supervisor, and team members.</li> </ul>                           | ELA.WHST.11–12.2.b<br>ELA.SL.11–12.4        | LA.12 2.1.b<br>LA.12.3.1.a<br><br>SC.12.1.1.f | CR.2.B.1<br>CR.2.C.1                             | When students report subjective or objective information, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students' written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a). |
| <p>Benchmark 2.4 Recognize the elements of communication using a sender-receiver model.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>Role play communication to include end of shift reporting.</li> <li>Role play communication with the angry or violent patient.</li> <li>Role play communication with the patient's family to include culture and ethnic diversity.</li> <li>Give examples of appropriate and inappropriate communication with patient, patient's family, supervisor, and team members.</li> </ul> | N/A   | N/A   | N/A  |  |
| <p>Benchmark 2.5 Apply speaking and active listening skills.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>Role play communication to include end of shift reporting.</li> <li>Role play communication with the angry or violent patient.</li> <li>Role play communication with the patient's family to include culture and ethnic diversity.</li> </ul>  | ELA.SL.11–12.1<br>ELA.SL.11–12.6            | LA.12.3.1<br>LA.12.3.2                        | CR.2.A.1<br>CR.2.A.4                             |  |

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| <ul style="list-style-type: none"> <li>Give examples of appropriate and inappropriate communication with patient, patient's family, supervisor, and team members.</li> </ul>  |   |  |  |                         |
| <b>Standard 3. Students will understand how employability skills enhance their employment opportunities and job satisfaction. Students will demonstrate key employability skills and will maintain and upgrade skills, as needed.</b>   |   |  |  |                         |
| Benchmark 3.1 Personal Traits of the Healthcare Professional.<br><br><u>Sample performance indicators:</u> <ul style="list-style-type: none"> <li>Demonstrate the standards of professional appearance and personal hygiene as they apply to uniform, shoes, nails, hair, jewelry, and make-up.</li> <li>Construct a list of personal characteristics of healthcare professionals.</li> <li>Create a personal collage/description of yourself why you display at least six of the personal characteristics desired in a healthcare worker.</li> </ul> | N/A   | N/A                                      | CR.10.D.2  |                         |
| Benchmark 3.2 Employability Skills.<br><br><u>Sample performance indicators:</u> <ul style="list-style-type: none"> <li>Develop a time management plan to organize and prioritize tasks.</li> <li>Create a 3 minute speech about yourself expressing what character qualities make you a good employee.</li> </ul>  | N/A   | N/A                                      | CR.3.B.1-4                                       |                         |
| <b>Standard 4. Students will understand the legal and ethical responsibilities, limitations, and implications of their actions within the healthcare delivery setting. They will perform their duties according to regulations, policies, laws and legislated rights of clients.</b>  |   |  |  |                         |
| Benchmark 4.1 Apply procedures for accurate documentation and record keeping.   | ELA.WHST.11-12.4                            | LA.12.2.2.b<br>SC.12.1.1.f               | CR.1.A.4<br>CR.2.B.2<br>CR.9.A.3                 |                         |

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| <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>Demonstrate the proper record keeping techniques record for nursing assistants.</li> </ul>   |   |   |  |  |
| <p>Benchmark 4.2 Apply standards for Health Insurance Portability and Accountability Act (HIPAA).</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>Define HIPAA and explain how it provides confidentiality for health care information.</li> <li>Assess proficiency of HIPAA rules and regulations (AHEC test).</li> </ul> | ELA.RST.11-12.3                             | LA.12.1.6.k                               | CR.1.A.4<br>CR.9.C.1-3                                     |  |
| <p>Benchmark 4.3 Describe advance directives.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>Debate the pro's and con's of advance directives.</li> <li>Examine different examples of a living will.</li> </ul>   | ELA.WHST.11-12.2.b<br>ELA.SL.11-12.4        | LA.12 2.1.b<br>LA.12.3.1.a                | CR.2.B.1<br>CR.2.C.1<br>CR.3.B.4                           | When students <i>describe</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students' written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11-12.2.b, ELA.SL.11-12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a).             |
| <p>Benchmark 4.4 Summarize the Patient's Bill of Rights.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>List at least six rights of a patient who is receiving health care.</li> <li>Search for a complete copy of the Patient's Bill of Rights and compare and contrast the different bills of rights.</li> </ul>        | ELA.WHST.11-12.2.b<br>ELA.SL.11-12.4        | LA.12.1.6.d<br>LA.12 2.1.b<br>LA.12.3.1.a | CR.2.B.1<br>CR.2.C.1<br>CR.3.B.4<br>CR.3.C.3<br>CR.7.B.1-2 | When students <i>summarize</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students' written and oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11-12.2.b, ELA.SL.11-12.4; NE: CR.2.B.1, CR.2.C.1, LA.1.6.d, LA.12 2.1.b, LA.12.3.1.a). |
| <p>Benchmark 4.5 Analyze tort laws as they apply to healthcare.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>Discuss legal cases involving tort law (malpractice, invasion of privacy, assault).</li> </ul>   | N/A   | N/A                                       | CR.3.B.4<br>CR.3.C.3<br>CR.5.A.1                           |  |

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| <ul style="list-style-type: none"> <li>Provide one example that might result in legal action or malpractice, negligence, and abuse.</li> </ul>   |   |   |  |  |
| <b>Standard 5. Students will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.</b>   |   |   |  |  |
| <p>Benchmark 5.1 Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>Demonstrate the proper hand washing technique.</li> <li>Demonstrate putting on and removing personal protective equipment and its disposal.</li> <li>Analyze the pros and cons of documenting and reporting accidents according to OSHA.</li> </ul> | ELA.RST.11-12.3                             | LA.12.3.2.a<br>LA.12.1.6.k<br><br>SC.12.1.1.d | CR.1.A.4<br>CR.3.B.2<br>CR.3.B.4<br>CR.3.C.3     | <p>Alignment presumes that students must comprehend oral or written instructions to complete the task (CC: ELA.RST.11–12.3; NE: LA.12.1.6.k, LA.12.3.2).</p> <p>Alignment presumes that students will use appropriate tools for personal safety procedures (NE: SC.12.1.1d).</p> |
| <p>Benchmark 5.2 Apply principles of body mechanics.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>Define body mechanics and list four reasons why it is important to use good body mechanics.</li> <li>Demonstrate proper body mechanics for lifting.</li> </ul>  | N/A   | N/A   | CR.1.A.4   |  |
| <p>Benchmark 5.3 Comply with safety signs, symbols, and labels in the work environment.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>Distinguish among common safety symbols and their meanings.</li> </ul>   | ELA.RST.11-12.4                             |   | CR.3.B.4   |  |



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| <ul style="list-style-type: none"><li>Design a safety poster using five or more safety symbols.</li></ul>   |   |   |  |  |
| <p>Benchmark 5.4 Practice fire safety and basic emergency response in a healthcare setting.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"><li>Demonstrate the use of a fire extinguisher.</li><li>Invite local fire department to simulate fire safety response activity. Students will model a healthcare facility evacuation.</li><li>Demonstrate the proper procedures for handling oxygen tanks.</li></ul> | ELA.RST.11-12.3                             | LA.12.3.2.a<br>LA.12.1.6.k<br><br>SC.12.1.1.d | CR.1.A.4<br>CR.3.B.3<br>CR.3.B.4                 | <p>Alignment presumes that students must comprehend oral or written instructions to complete the task (CC: ELA.RST.11–12.3; NE: LA.12.1.6.k, LA.12.3.2).</p> <p>Alignment presumes that students will use appropriate tools to practice fire safety and emergency response (NE: SC.12.1.1d).</p> |

Reference Standards Sources

- KS = Career Clusters Knowledge and Skills Statements. Revised 2008. National Career and Technical Education Foundation, Silver Spring, MD. [www.careerclusters.org](http://www.careerclusters.org).
- NHFS = National Healthcare Foundation Standards and Accountability Criteria
- Neb. Rev. Stat. §§ 28-372 and 28-711Contributors [http://www.sos.state.ne.us/rules-and-regs/regsearch/Rules/Health\\_and\\_Human\\_Services\\_System/Title-172/Chapter-108.pdf](http://www.sos.state.ne.us/rules-and-regs/regsearch/Rules/Health_and_Human_Services_System/Title-172/Chapter-108.pdf)
- Oregon State Board of Nursing Policy Document [http://www.oregon.gov/OSBN/pdfs/policies/nacurr\\_1.pdf?ga=t](http://www.oregon.gov/OSBN/pdfs/policies/nacurr_1.pdf?ga=t)
- Intro to Health Science Technology 2 ed. Louise Simmers, Karen Simmers-Nartker, and Sharon Simmers-Kobelak; Delmar Publishing

Secondary: [Krista Holliday – Ewing Public Schools]

Postsecondary: [Kim Soper – UNMC, Stephanie Jacobson – Central Community College]

Other Information

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|--|--|
| Suggestions for innovative teaching and learning strategies: | <ul style="list-style-type: none"><li>Five “R”: Remain Calm, Reassure, Re-direct, Remove yourself, and Re-approach</li></ul> |
| Related assessments:   |  |
| Extended learning opportunities:                             |  |